UNIT ORGANIZATION OF TWO TOPICS
FOR A CLASS IN SECRETARIAL PRACTICE

Beatrice Edmondson

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Thesis

UNIT ORGANIZATION OF TWO TOPICS FOR A CLASS IN SECRETARIAL PRACTICE

Submitted by

Beatrice Edmondson

(B. S. in Ed., State Teachers College, Salem, 1934)

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CHAPTER I

THE PROBLEM AND THE CLASS

CHAPTER I

THE PROBLEM AND THE CLASS

After taking the course, "The Unit Method in the Secondary School," taught by Dr. Roy O. Billett, the writer was eager to try out the ideas gained. The writer's first experience in teaching by the unit method took place during the progress of the course and dealt with the topic, the telephone. As this was but an elementary application on the principles of unit organization, the teacher desired to make a more complete trial of this teaching cycle.

The writer decided to plan two units of work for a group of twelve girls in her secretarial practice class at Amesbury High School. Amesbury is a town of 10,862 people, located in northeastern Massachusetts, on the Merrimack River, forty-three miles north of Boston.[1/] Sixteen per cent of the population is foreign born, approximately forty-seven per cent of this group being French Canadians and about nine per cent Polish. The town has bus passenger service to nearby cities--Newburyport, Haverhill, and Lawrence--and train connections at Haverhill and Newburyport. Forty-seven

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1/ Adapted from New England Community Statistical Abstracts, Bureau of Business Research, Boston University College of Business Administration, 1942, Boston, Mass.

per cent of the workers in the town are employed in operative or similar occupations, and about twelve per cent in clerical and sales work.

The high school enrolls approximately six hundred pupils from Amesbury, Salisbury, Hampton, and Seabrook.

The class for whom these units were planned is made up of twelve senior girls who took second-year shorthand practice with the writer the first period and secretarial practice with the same teacher during the second period. This group represents the better division in commercial work, as those who do not do well in shorthand and typewriting the first year are not allowed to elect secretarial practice but go into the clerical practice class. Three of the girls come from French families and one girl comes from a Polish family. The intelligence quotients of the group are typical of the average high school class, the arithmetic mean being ninety-one for the eight girls for whom data is available. Their ages run between sixteen and seventeen, except for one girl who left school for a year and then returned to complete her high school education. She is eighteen. One French girl in the class had an intelligence quotient of seventy-three on the California Test of Mental Ability. She is, however, a very conscientious worker, and tests indicate her interests rank in the eightieth percentile in the personal-social

field and in the ninety-ninth percentile in business work. Many of the other girls in the class show a very high rating in the field of business interests, and three show a definite interest in the field of art.

This class had never had an elementary business course. It was the belief of the teacher that they should be taught essential information about travel, both for their own use and as background information in office positions. Many of the girls were already employed in offices in the afternoons, and there is a large local demand for commercial students for permanent office positions after graduation. Using the textbook, Applied Secretarial Practice by John Robert Gregg, the girls had become familiar with the idea of being employed by the Standwell Products Company, transferring from one department to another, according to the plan of the text.1/ For this reason the itinerary problem in the travel unit continues this idea of working for one of the officers of the company.

The second unit, good grooming and appearance, was chosen because the teacher believes that appearance is a very important factor in a girl's success, both in business and in social life. Daily one sees about the school examples of "what not to wear" and "how the well-groomed

1/ John Robert Gregg, Applied Secretarial Practice. The Gregg Publishing Company, New York, Second Edition, 1941. p. 2.

girl does not look." The girls are often unaware of the fact that they are emphasizing some poor feature in their appearance and failing to bring out attractive features. As the commercial girls do not have the opportunity to study color and line in art and do not take the home-economics courses, the teacher thought that they should have an opportunity to study the essentials of good grooming in the secretarial practice class.

A teacher cannot wait for the ideal situation for beginning to use the unit plan. She must proceed to do the best she can under the circumstances in which she is teaching at the present. In other words, if she wishes to progress in her teaching methods, she must be content to "walk before she can run." Therefore, as an ideal classroom for laboratory work was not available, the writer tried to make the best of the existing equipment. For reference material she gathered all the supplementary books she could obtain. For the travel unit, a good many elementary business textbooks were used, in addition to various secretarial practice texts. Pictures, booklets, and charts from railroad companies, bus companines, and airplane lines were also placed on the shelves and tables in the secretarial practice classroom. For the unit on good grooming, the teacher borrowed books from the public library, the home-economics department, and, through the

cooperation of the head of the English department, several new books were purchased with money from the library funds. Articles from fashion magazines, pamphlets, and literature from manufacturers were also used as reference materials.

In the classroom there were two bulletin boards of medium size and one small one. A card index box was placed on a table for the purpose of filing the optional related activities. A small notebook was made ready for use as a class log, in which the teacher writes an account of the experiences of the class with the unit.

The terms used in the following units are those employed by Dr. Roy O. Billett in Fundamentals of Secondary-School Teaching.[1/] The letters and the numbers given at the end of questions on the study guides refer to books on the reference. If the teacher wishes, she may number the references and use these numbers to indicate the books, instead of giving the first letter in the author's surname. The writer used the letter system because it seems that, as the pupils get to know the names of the various authors, the letters facilitate finding books without constant reference to the book list.

1/ Roy O. Billett, Fundamentals of Secondary-School Teaching. Houghton Mifflin Company. Boston, 1940, 671 p.

CHAPTER II

A UNIT ON TRAVEL INFORMATION

CHAPTER II

A UNIT ON TRAVEL INFORMATION

Statement of the Unit

Everyone uses travel facilities. Therefore, we should all understand how to make intelligent and efficient use of the available and commonly used methods of transportation: automobiles, buses, trains, and planes.

An office worker who can make arrangements for her employer's travels is a valuable employee.

Delimitation

I. Means of Travel

A. Automobile

1. Automobile travel is common because:

a. One may come and go at his own convenience.

b. One may reach places not served by other means of transportation.

c. Cars are within the range of the ordinary income.

d. Almost everyone can learn to operate a car.

2. Automobile travel has disadvantages:

a. Expenses of depreciation and upkeep are often overlooked.

b. Owners are in danger of accidents and subsequent liability.

c. There is the problem of garaging.

3. War conditions make it necessary to conserve automobile tires and gasoline.

4. Every driver is responsible for knowing and observing traffic regulations.

B. Travel by boat

1. Various classes of accommodations are offered: cabin or first class, second, and third.

2. Steamship tickets include the cost of transporting the passenger and his baggage; meals, and stateroom.

3. Various conveniences may be enjoyed on boat: games, swimming, dancing, and concerts.

4. Passports for travel to foreign countries must be secured in advance. (Not required for Canada.)

a. In a few large cities, passports can be obtained from the Bureau of Passports in the Federal Building; applications may be made to the clerk of any United States District Court; or to Bureau of Passports, Department of State, Washington, D. C.

b. Visa, official permission to enter a country should be secured from the consul of

the country to which one is going first on leaving the United States.

C. Train

1. Everyone should be able to use a timetable and to understand the various kinds of information it contains.
2. There are several different kinds of railroad tickets, from which the traveler should be able to select the one most suitable for his purposes: one-way; round-trip; excursion: monthly commutation; scrip books.
3. Various types of accomodations available to the train traveler are: coach service; numerous Pullman services.
4. Reservations should be made in advance for long trips.
5. Reservations may be canceled before the train leaves.
6. Unused coach tickets may be redeemed. Lost tickets may be collected for if not used by anyone.

D. Buses

1. Buses are used widely for short trips.
2. For longer trips, more luxurious buses, with unusual conveniences, are used.

3. For longer trips, buses may be less expensive but not so comfortable.

E. Airplane

1. When time is an important element , planes offer desirable service.
2. The airlines offer many conveniences for their passengers, at no extra charge: meals; snacks; magazines; writing tools.
3. Employment by an airline may offer interesting work and opportunity for advancement.
4. War-time restrictions limit civilian use of plane travel.

II. Important Details in Traveling

A. Planning a trip

1. The details of a trip should be carefully planned in advance:
   a. Budget time
   b. Estimate cost.
2. You should know where to find information.
   a. Make reservations and business appointments in advance.
   b. Use road maps, timetables, schedules, hotel directories.
   c. Secure information from travel agencies, chambers of commerce.automobile clubs,

gasoline stations, and transportation companies.

3. The office worker should attend carefully to the details of business trips.
   a. Assemble tickets, papers, itinerary, and materials needed on trip.
   b. Make arrangements for forwarding important mail.
4. For long trips, traveler's checks or letters of credit are safe means of carrying funds.
5. One should remember the four time zones in the United States when planning trips across the country: eastern, central, mountain, Pacific.

B. Baggage

1. The traveler should know how much baggage he is entitled to have transported.
   a. On trains, he may take his hand baggage with him. He may also have 150 pounds of additional baggage carried in the baggage car without extra charge.
   b. Airplane companies limit the amount of baggage carried free of charge to about 40 pounds.
   c. Additional insurance may be purchased if desired.
2. Baggage tickets on railroads must be presented when claiming baggage.

C. Helps for travelers

1. Travelers Aid Society will assist inexperienced travelers.
2. Lost and found departments are maintained.
3. Parcels and luggage may be checked at the station.
4. In large stations, it is possible to have a person paged.
5. Waiting rooms and attractive stations help to make travel more enjoyable.

D. Travel Courtesy

1. The traveler should know whom to tip and how much.
   a. Porters get at least twenty-five cents, more depending on length of trip and service rendered; redcaps, ten cents for each piece of luggage.
   b. In restaurants and dining rooms, one generally tips ten per cent of the bill.
2. Consideration for others may be shown in numerous ways when traveling.
   a. When reading newspapers, fold the paper in a narrow strip.
   b. Do not occupy more than your fair share of space.
   c. Smoke in the cars provided for this purpose.

d. Do not open windows or sit down in another's seat without asking if those next to you object.

e. Put up with war-time inconveniences without grumbling.

Probable Incidental and Indirect Learning Products

1. Appreciation of the usefulness of travel information.
2. Desire to travel.
3. Tendency to make plans in advance.
4. Development of desire to be a helpful and efficient employee.
5. Thoughtfulness of other people when traveling.

The Unit Assignment on Travel

(To be duplicated and given to the pupils)

Unit Assignment on Travel

Part I--Travel by Automobile, Bus, Train, and Plane

1. Did you ever experience the thrill of eating a delicious meal in a dining car as you sped across the miles toward some chosen destination? Have you ever traveled by: train? bus? automobile? plane? boat? Do you enjoy any one of these methods of travel better than the others? What are the reasons for your preferences? Read several of the references on the attached list, comparing the services offered by railroads, automobiles, steamships, planes, and buses. Do the facts given agree with the opinions you have formed from your personal travel experiences? Does each form of travel have its peculiar advantages and disadvantages?
2. In traveling daily to your work, you may have a choice of going by train for one dollar round trip, or using your automobile, in which case you would be able to go for two days on a dollar's worth of gasoline. What things should be taken into consideration before you make your choice? (N:570; Z:597-600)[1/]
3. If you were planning an auto trip for yourself, what

1/Letters and numbers given at the end of questions refer to books on the reference list, p. 25. "N:570" means that information on this particular question may be found in the reference book written by Nichols on page 570. For further comment on this device of giving references, see page 5.

information would you gather? How would this differ if you were asked to help plan a business trip by auto for one of the salesmen in the company for which you were working? (CS:387-391; LHA:490; GS736-737; Z:594)

4. Collect pictures, charts, and illustrative literature from some transportation companies. Bring them to class for the exhibit. (See Optional Related Activity #1)
5. What different kinds of tickets does the railroad sell? Ask several of your friends who travel by train what kinds of tickets they use. Can you see why various kinds are used?
6. If you do not use a railroad ticket that you have purchased, can you get your money back? If you have a round-trip ticket from Newburyport to Boston and wish to stop at Salem on your way home, would you turn in your ticket? What would you do with a monthly commutation ticket while you were at home on a week's vacation? (CS:415)
7. If you should leave a package on the train, would you know what to do? If articles are left in the Pullman car, what should the owner do? (See B & M No. New England travel guide, p. XLIII.)
8. Suppose that your employer has a 140-pound trunk full of items for a special display in the Chicago salesrooms. He asks you if he may take this with him on

the train or whether he must ship it separately. Explain to him in detail the arrangements that will be made for this. If the trunk is valued at $200, what would you do? (RDC:169-173; G:305; B&M:XLIII)

9. Do you think there are more advantages to traveling from Boston to Los Angeles by plane than by train? Prepare a neatly typed memo setting forth this comparison. Don't forget to include notes on war-time travel conditions. For time involved see G:305; see also air travel folders.

10. Why do many people find steamship travel so attractive for vacation trips? What special arrangements must be made for travel to foreign countries? Where would you secure help in planning such a trip for your vacation? (LHA:487-488; CS:434-438; RDC:160-162) Examine the steamship charts or folders on the reference table.

11. What conveniences does bus travel offer? Examine the "Travel by Bus" folders on the reference table. If you were planning a trip during your vacation would you use bus service? (CS:732-733; Z616-618)

12. What are the safest methods of carrying funds when you are traveling extensively? (RDC:174-175; LHA:509-511; CS:428-430; Z591)

13. Which transportation facility gives the greatest amount of service in regard to baggage? Why is there such a

difference in the rules? (G:305,307; RDS:169-173; CS:417-419)

14. How would you select hotel reservations for a trip through various cities? How would you make the reservations and what information would you give? What is meant by the American plan and the European plan? (O:220-227; T:250-251; LHA:508-509; G:310-311; CS:423-426) See Related Activity #8.

15. It sometimes happens that travel reservations must be canceled. Could you cancel Pullman reservations? Explain. (LHA:500; RDC:168-169; B&M)

16. If a stenographer cannot handle the details of planning a long trip, where can she secure such service? What services does Western Union offer for making plane reservations? (LHA:499-500)

17. You are a stranger in the Union Station in Washington, D. C. To what agency would you apply for assistance or advice? What other conveniences might you take advantage of in this station? RDC:164; CS:427; O:138)

18. The well-informed traveler knows whom to tip and how much. What tips would you make during a long trip--and what amounts would you give the individuals? (KBW:221; CS:426-427; RM:307)

19. You probably make observations about "travel courtesy" almost daily. What incidents have you noticed while

traveling on trains, buses, or other travel facilities, that illustrate:

(a) Courtesy and consideration for others

(b) Lack of courtesy and consideration.

You might like to type your lists for the bulletin board.

20. Part II--The Timetable (Boston to Portsmouth timetable, Boston and Maine Railroad)

Study the folder entitled How to Read a Timetable. Which of the six points of information are new to you? Do you think anyone should have trouble in using a timetable if he follows the six steps given?

Errors in timetable reading may cause needless inconvenience and expense. The following exercises will provide practice in using the timetable. If you will jot down your answers, we will go over them together in class.

1. (a) How many trains leave Newburyport for Boston every day? (b) Are there any trains that go from Newburyport to Boston on Saturday only?
2. (a) How many miles is it from Newburyport to Boston? (b) From Newburyport to Portsmouth?
3. Which weekday train from Newburyport gets to Boston in the shortest space of time. How long does this train take? (You may find the section of your time-

table called "Amesbury Branch" useful in answering this question.)

4. Which weekday train would you take from Boston to get to Newburyport in the shortest space of time? How long does this train take?
5. If you wished to go to Boston as soon as possible after the close of school, what train could you take out of Newburyport? Using the "Amesbury Branch" section of the timetable, find which bus to Newburyport makes connections with this train. Can you depend on these connections?
6. Use the Motor Coach Section of the timetable and compare the time it takes to go by bus from Newburyport to Boston with your answer to question 3.
7. You have an appointment in Salem on Saturday at 3:00. What train would you take from Newburyport? If the appointment takes one hour, what train will you take home?
8. On Sunday you wish to go from Newburyport to Boston to have dinner at 7:00 and then go to the theatre (8:00 to about 10:30). What train would you go on? Return? How would you get from Newburyport to Amesbury?
9. You have a friend who lives in Chelsea. What choice of trains is there from Newburyport? Could you

return by train?

10. Some people find it more convenient to go to Boston from Amesbury by way of the Haverhill line. Have you had occasion to consult the Haverhill-Boston timetable? If so, the class may be interested in your findings.

21. Part III--Timetable Secretarial Problem

(Using Boston and Maine Northern New England Travel Guide, February 11, 1945)

Your employer, Mr. Charles Martin of the Standwell Products Corporation, is planning to visit some of our branch offices. He gives you the following information, requesting that you plan his trip.

He will leave Newburyport early Monday morning of next week, going to the North Station. Here he will take a train to Troy. He wishes the branch manager at Troy to call a meeting of the salesmen, to be held about a half hour after his arrival in Troy.

That evening Mr. Martin has an eight o'clock appointment in Albany with Mr. Holtz. After this conference, which will last no more than an hour, he will take a train for Chicago. He wishes to travel on a train that has sleeping cars, and will take a lower berth.

Mr. Martin will need a room at a hotel in Chicago as he will spend Tuesday night there, leaving Chicago

Wednesday evening. It will be necessary for the branch managers in Chicago to call a conference of all department managers for Tuesday afternoon, and a meeting of all salesmen Wednesday morning. In the afternoon Mr. Martin will speak to the bookkeepers and accountants on the new form of control accounts.

Wednesday evening Mr. Martin will leave Chicago and return to Boston. He will stay in Boston Thursday night. Friday morning he will attend a conference with the salesmen of the Boston branch. After lunch Mr. Martin will take a train to Newburyport.

Required:

Study the itinerary on page 310 of your textbook. Notice also the type of information given in the plan on page 313.

Type for Mr. Martin an itinerary covering the above trip, looking up all trains, noting on your itinerary the reservations you have made, and arranging suitable times for each meeting.

Write letters to the branch managers in Troy, Chicago, and Boston, asking them to call the necessary meetings and conferences at the time you specify. Inform each Branch Manager what train Mr. Martin will arrive on, so he can be met at the station.

Write to the hotel in Chicago and to a convenient

hotel in Boston reserving a room in each for Mr. Martin.

Assemble the original copy of the itinerary, copies of the letters to the hotels, and any other papers you think will be needed by Mr. Martin on his trip. Attach a memo listing other things to which you would attend. Why would you keep a copy of the itinerary? To make sure you have not overlooked anything, read suggestions in Turner's The Private Secretary's Manual, pp. 257-260; 262-265.

If you would like to additional work on itinerary problems, see Related activity #13.

Optional Related Activities

(To be typewritten on index cards and kept in a small filing box so pupil may easily find activities which interest him)

Optional Related Activities

1. Volunteer to work on a committee to plan an exhibit on travel, using the contributions from each member of the class.
2. Arrange a program of class activities, allowing each pupil to take part according to his interests.
3. Your employer plans to start his trip by train on Saturday, saying that all the talk about over-crowded trains is exaggeration. Of course, it is not your place to argue with the boss, but if he should ask your opinion, upon what clippings or personal experiences could you base your statement that week-end travel should be avoided?
4. What does current literature promise in air travel after the war? Does the future of air travel interest you sufficiently to serve as a motive for saving now?
5. Study the Washington, D. C., itinerary which you will find on the reference table. Tell what changes you would make if you were planning a week's vacation there. See the booklet, "Illustrated Guide to Washington."
6. Perhaps you have had some travel experience that would be interesting to the other members of the class. Prepare a report to present to them. Have you any post

cards or snapshots to show in connection with your report?

7. For an entertaining and helpful discussion of what clothes you should take on your vacation travels or on week-end trips, read Chapter 12, "En Route," of Fundamentals of Dress by Kettunen.
8. Your employer wants you to make a reservation at the Hotel Statler for next Saturday night. Demonstrate how you would make the required call.
9. Write a paper on an imaginary trip, such as "My Trip from Boston to Los Angeles." Give details of how you would travel, your route, the conveniences you would enjoy, and other details that will show your understanding of travel problems. Use maps, timetables, and descriptive folders on the reference table. Ask the instructor for snapshots taken en route to California.)
10. Ask a friend to work with you to collect pictures and clippings from newspapers and magazines and prepare a bulletin board exhibit on "Wartime Traveling."
11. Prepare an itinerary for some vacation trip you would like to take after you have worked a year. See the folders on the reference table before selecting your destination. (See the instructor for addresses of steamship companies and travel bureaus.)

12. Investigate the opportunities for employment in an airline company. Report your findings to the class. (See Gregg Writer, May 1942, pp. 439-443, Vol. 44, No. 9; Business Education World, September-December, 1942; January, 1943.)
13. For problems in arranging and typing itineraries, you may find something of interest in Jones, p. 408-409, planning an airplane trip; or Gregg, p. 313, #1; or Loso and Hamilton, P. 419, #1, 2, or 3; p. 497, #2.
14. If you are interested to learn about the subject of automobile licenses, read Turner p. 248-9, and type a list of suggestions for stenographers who renew licenses for their employers.
15. If you are interested in motor courts or would like some advice on choosing overnight accommodations, consult American Vacations by Larry Nixon. Prepare a report for the class.
16. In an interesting series of letters, a woman describes her train trip to the West. Would you like to read her account and summarize the most entertaining parts to the class? See the above book.
17. If you have any other activity you would like to engage in with reference to this unit, tell the teacher about your plan. She will discuss with you getting credit for your activity.

Reference Books for Travel Unit

Brewer, John M.; Floyd Hurlbut, Juvenil'a Caseman, Elements of Business Training, Ginn and Company, Boston, 1935, pp. 13-37.

Crabbe, Ernest H. and Paul L. Salsgiver, General Business, South-Western Publishing Company, New York, 1941, pp. 379-439.

Greenstein, Max B. and Henry Smithline, Our Daily Contacts with Business, Lyons and Carnahan, Chicago, 1936, pp. 711-744.

Gregg, John Robert, Applied Secretarial Practice, Gregg Publishing Company, Boston, 1941, pp. 300-313.

Hamilton, C. W. and J. F. Gallagher, First Lessons in Business Training, Prentice-Hall, Inc., New York, 1932, pp. 176-194.

Jones, Lloyd L., Our Business Life, The Gregg Publishing Company, Boston, 1936, pp. 375-405.

Kettunen, Marietta, Fundamentals of Dress, Mc Graw-Hill Book Company, Inc., New York, 1941, Chapter 12.

Kirk, John G., Harold B. Buckley, and Mary A. Waesche, Introduction to Business, The John C. Winston Company, Chicago, 1931, pp. 212-233.

Loso, Foster W., Charles W. Hamilton, and Peter L. Agnew, Secretarial Office Practice, South-Western Publishing Company, New York, 1937, pp. 489-511.

Nichols, Frederick G., Junior Business Training for Economic Living, American Book Company, New York, 1936, pp. 565-599.

Nixon, Larry, American Vacations, Little Brown and Company, Boston, 1939.

Odell, William R. and others; How Modern Business Serves Us, Ginn and Company, Boston, 1936, pp. 123-231.

Reed, Clinton A. and James V. Morgan, Introduction to Business, Allyn and Bacon, Boston, 1936, pp. 261-311.

Rice, Louis A., and James H. Dodd, Augustin L. Cosgrove, First Principles of Business, D. C. Heath and Company, Boston, 1944, pp. 143-181.

Turner, Bernice C., The Private Secretary's Manual, Prentice-Hall, Inc. New York, 1937, pp. 240-271.

ZuTavern, A. B., and A. E. Bullock, The Business of Life, The H. M. Rowe Company, Baltimore, 1936, pp. 588-627.

Reference Magazines and Pamphlets

Boston and Maine Railroad: Northern New England Travel Guide, February 11, 1945.

Business Education World, September 1942-November 1942; January, 1943. (A series of articles dealing with Airline Personnel.)

Gregg Writer, May, 1942, Vol. 44, No. 9, "Behind the Scenes at P. A. A." by Ruth Arell.

Folders, charts, and other illustrative material obtained from railroads, bus lines, steamship companies, and air lines.

Evaluation of Travel Unit

(Used as pre-test and final test)

Evaluation of Travel Unit

Beginning on the first blue line on your answer sheet, number your lines 1-100. Mark each true statement with a +. Mark each false statement with 0.

1. The automobile enables people to get to out-of-the- way places.
2. Traveling to work by automobile may be more expensive than traveling by train.
3. Injury to other people may cause car owners to suffer heavy losses.
4. If a car owner has good tires and can secure the gas, there is no reason why he should not travel by car when he finds it convenient.
5. A driver is not responsible for failing to observe a traffic rule about which he knew nothing.
6. Depreciation is a very small item of expense during the first year of driving a new car.

Give the letter before the statement which supplies the best ending to the following:

7. Automobile travel is popular because
   (a) Gas and oil cost less than train and bus fares.
   (b) One is not limited to a fixed travel schedule.
   (c) It is the quickest means of travel.
   (d) There is less danger of accidents than in other forms of travel.

True-False (Follow directions given above.)

8. A tourist class steamship ticket entitles the holder to the most luxurious accommodations.
9. Some boats offer only one class of accommodations for all passengers.
10. The purchase of a steamship ticket entitles the passenger to receive his meals free during the trip.
11. The cost of a steamship ticket does not include the charge for a stateroom.
12. Steamship travel is likely to be dull and monotonous.
13. A passport may be secured at any post office.
14. A visa is an application for a passport.
15. A passport enables a traveler to buy a steamship ticket at reduced cost.
16. It takes but a few minutes to obtain a passport.
17. The main purpose of timetables is to provide information for engineers and train conductors.
18. Timetables are sold at all railroad stations.
19. An ordinary train ticket entitles the purchaser to ride in the day coach.
20. Light-face type on a timetable indicates a.m.
21. The special symbols used on timetables have meaning only to railroad employees.
22. "Daily" on a timetable means every day including Sundays.

23. Timetables show what trains have sleeping and dining cars.
24. Serious inconvenience may be caused by confusing a.m. and p.m. on the timetable.
25. The best time to make reservations for long trips is immediately upon arrival at the station from which you are starting your trip.
26. Timetables list hotels in all large cities on the railroad line.
27. If a traveler gets on a railroad train without a ticket, he will be put off.
28. A commutation ticket entitles the owner to ride to his destination and also to return to the starting point.
29. Special excursion tickets are lower in price than ordinary tickets.
30. Unused coach tickets may be turned in for refund within a certain time limit.
31. No refund can be granted if you lose your train ticket.
32. A coach ticket purchased April 2 could be turned in for a refund on April 13.
33. If you cancel a Pullman reservation before the train leaves, you may have your money refunded.
34. (Answer by giving correct letter, as before.) For a student who travels daily to and from Newburyport to

Boston, the most economical ticket would be the

(a) one-way (c) commutation

(b) round-trip (d) excursion

35. If a Pullman ticket is not used, the purchaser can secure a refund by

(a) mailing his ticket to the railroad.

(b) turning his ticket in before the train leaves.

(c) turning the ticket in within ten days.

(d) presenting it to the conductor.

36. Most business men prefer to make their business trips by bus because of the low cost.

37. Buses are not used for long trips because they cannot provide sleeping accommodations.

38. (See directions for completion.) Bus transportation is desirable when

(a) the cost is of primary importance.

(b) speed is the most important consideration.

(c) comfort is the main consideration.

(d) the exact time of arrival is important.

39. There is not very much difference in value between plane and Pullman costs when all extra services are considered.

40. One who travels by air must pay a high price for meals served on the plane.

41. Airliners offer their passengers fewer personal services

than do railroads.

42. (Follow directions given before.) Because time is important to business men, many business trips are made by

    (a) train (c) auto

    (b) bus (d) plane

43. Airplane transportation is especially desirable

    (a) when time is most important.

    (b) for short trips.

    (c) for night trips.

    (d) when cost is important.

44. Careful planning of trips will help to avoid much disappointment and unnecessary delay.

45. It is impossible to estimate the cost of most trips.

46. By careful advance planning of an automobile trip, you may avoid roads under construction and repair.

47. For long trips, the service of a travel bureau may be well worth the charge involved.

48. The symbol "A" is used in the hotel directory to denote those hotels requiring payment in advance.

49. The office worker should be alert to assemble papers her employer will need on his trip.

50. Cash is always the best method of making payments while traveling.

51. The secretary should make arrangements for forwarding important mail to her employer.

52. There are five time zones in the United States.

53. (Give letter as before.) In selecting a means of travel, one should select the one which will

    (a) be the cheapest.

    (b) get one to his destination most quickly.

    (c) be most luxurious.

    (d) provide the service one desires at the price he can afford to pay.

54. When it is 6 o'clock in Miami, in Los Angeles it is

    (a) 3 o'clock.

    (b) 9 o'clock.

    (c) 8 o'clock.

    (d) 3 hours later.

55. Railroad passengers are not allowed to take baggage into the coaches.

56. Railroads make an extra charge for baggage weighing over 50 pounds.

57. Passengers are allowed to take more baggage on buses than on trains.

58. Airlines will carry 150 pounds of baggage for each passenger without extra charge.

59. Railroads are not responsible for loss or damage to articles in the baggage car.

60. The baggage ticket should be presented when calling for your baggage.

61. Inquiries about articles lost on the train should be made at the ticket office in a large railroad station.
62. The Travelers Aid Society is always willing to assist bewildered and inexperienced travelers.
63. When several hours of waiting between trains is necessary, the traveler's activity must be hampered by his baggage.
64. Large railroad stations provide many conveniences for the traveler's comfort.
65. Porters should be tipped 10 per cent of the railroad fare.
66. Hotel guests are expected to tip the boy who carries the luggage to the rooms.
67. The usual tip for waitresses is 10 per cent of the cost of the meal.
68. Passengers who wish to smoke on the railroad should use the cars provided for this purpose.
69. Redcaps are generally tipped 10 cents for each piece of luggage carried.
70. Every train passenger needs to remember that he cannot expect perfect service during present times.

Match

Select the letter in front of the word or words in the column at the left which best complete the statements at the right in the following section.

A. Porters
B. timetable
C. twenty-five
D. Redcaps
E. itinerary
F. directory
G. bulletin
H. coaches
I. Travelers' Checks
J. Pullman
K. 150
L. 50
M. 10
N. Caboose
O. Blue Book
P. reservations
Q. steward
R. check
S. register

The secretary may be asked to prepare a plan of a trip, called the (71)_____. She will consult a printed schedule called a (72)_____ to see when trains leave and arrive. For names of hotels at which her employer may stay, she will look in the hotel (73)_____. For long trips she may have to secure (74)_____ for her employer to use in paying his expenses during the trip.

An ordinary ticket will entitle the passenger on a train to ride in the (75)_____. For more luxurious accommodations (76)_____ reservations should be made. The purchase of a railroad ticket also entitles him to have (77)_____ pounds of baggage transported without additional charge.

The attendant on a sleeping car is called the (78)_____. He should be tipped at least (79)_____ cents. (80)_____ are reliable workers to summon when you wish to have your bags carried in the station.

Use the timetable given to you to answer the following.

Be sure to give A. M. or P. M. when needed.

81. On what table would you look if you wanted a train from Greenfield, Mass., to Gorham, N. H.?

82. Some of the places listed in the index are in italics. What does this mean?

83. Table 19. How many miles is it from Boston to Portsmouth?

84. How many miles is it from Newburyport to Portsmouth?

85. At 9:15 A.M. you decide to go to Portsmouth. What time will you get a train out of Newburyport?

86. What time does the above train arrive in Portsmouth?

87. After lunching at 12:00 in Portsmouth, what train can you get back to Newburyport?

88. Find the proper table and tell what train you would take on Sunday morning to go from Newburyport to Hampton. (Hampton Beach)

89. On what train could you return from Hampton to Newburyport after 4 o'clock Sunday?

90. On Friday you wish to leave Newburyport for Boston as soon as possible after 1:00 P.M. What train will you take?

91. It is 4:00 P. M. Friday. You are in Boston. What time does the next train leave for Newburyport?

92. Table 18. What time does a train leave Haverhill for Boston on weekdays around 3:00 in the afternoon?

93. On Friday night, you arrive in the North Station at 11:00. What time does a train go to Haverhill?
94. In the above situation if you go home by way of Newburyport, what time would your train leave the North Station?
95. If you take train #235 from Boston to Newburyport, how long will the trip take?
96. How long will the above trip take on train #241?
97. At 3:00 P.M. Wednesday you are in the North Station and wish to get the next train to Troy, N. Y. What time does your train go?
98. What time is the above train due in Troy?
99. Will you be able to get your evening meal on this train?
100. What is the one-way fare by coach from Boston to Troy?

CHAPTER III

A UNIT ON APPEARANCE AND GOOD GROOMING

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Statement of the Unit

A pleasing personal appearance is a vital element in determining a girl's success in her work and in her social life. Good grooming will help every girl to look her best at all times.

Delimitation

1. Appearance determines the kind of impression you make on other people.
2. A pleasing appearance depends on:
   a. Physique--including height, weight and posture
   b. Health
   c. Clothes
   d. Facial expression
   e. Care of clothes
   f. Care of person
3. A girl should make a study of herself, then select clothes which reflect her personality and bring out her best features.
4. Application of a few principles of art will help achieve attractive dress.

a. Harmony requires that the different parts of a costume produce a unity of effect.

(1) A dress should also be in harmony with the purpose for it is to be worn.

b. Proportion requires that lines and spaces be arranged in pleasing relationship with each other.

(1) Horizontal lines tend to make one look wider and shorter.

(2) Vertical lines seem to increase height and decrease width.

(3) Application of proportion principles makes it possible to cause figures to appear to have more normal measurements.

c. Dominance or emphasis requires that a costume have a main center of interest and that the rest of the elements be subordinated to that interest.

d. Balance requires the pleasing grouping of lines, spaces, and colors.

5. Wise application of color principles will bring pleasing results.

a. There are three primary colors: red, yellow, and blue.

(1) The secondary or binary colors are made by mixing the primaries. They are orange, green, and violet.

(2) The intermediate colors come in between the above colors. They are such colors as red-orange, yellow-green, and blue-violet.

b. All colors have three properties: hue(color), intensity (brightness or dullness), and value (lightness or darkness).

c. By the use of a color wheel, we can study the standard color harmonies. This will help in achieving pleasing color effects in dressing.

(1) Comolementary color scheme employs colors opposite each other on the color wheel.

(2) A monochromatic color scheme employs several values of the same hue.

(3) An analogous color scheme employs several neighboring colors on the color wheel.

d. The colors from red to violet on the wheel are known as warm colors. They make a person seem larger.

e. The colors from green to blue-violet are called cool colors. They have a receding effect.

6. Attractive appearance is within the reach of every girl.

a. A girl cannot change her physical characteristics but she can be well-groomed and becomingly dressed.

b. Good grooming will help any girl to look more attractive.

7. Every girl should plan her time so that she has opportunity to attend to daily, weekly, and periodic care of person and clothing.
8. True beauty comes from within.
    a. Pleasant and kind thoughts mean pleasing facial expression.
    b. Mean and bitter attitudes often become reflected in frowns and unattractive facial lines.
9. Time spent in acquiring good posture habits will pay dividends in health and appearance.
    a. Correct posture requires that ear, shoulder, hip-bone, and ankle be in alignment.
    b. The pelvis must be held in proper position.
10. Planning clothing purchases is necessary if you would be well-dressed for all occasions.
    a. One should chose a basic color around which to plan a wardrobe.
    b. The wardrobe must be planned with the individual and her needs clearly in mind.
11. Attractive appearance is an essential asset in both social and business life.
    a. A poor first impression caused by a negative appearance may prevent one from having a chance to impress others by such characteristics as ability and high ethical character.

Probable Incidental and Indirect Learning Products

1. Increased aesthetic appreciation.
2. Improved habits of dress.
3. Habits of careful grooming.
4. More healthful and graceful posture while walking, sitting, and working.
5. Tendency to buy clothing with a definite plan for a unified wardrobe.

Unit Assignment on Smooth Susan

Unit Assignment on Smooth Susan

Part I--You and Beauty Details

1. Your appearance tells others whether you have good taste, appreciation of beauty, and expresses your opinion of your own place in the world. Are you now making the most of your possibilities? Do you really want to dress attractively, wear becoming clothing, and look your best at all times? Every girl cannot be tall, or a natural blonde, possess an expensive wardrobe; but what is more important, she can, and ought to, look well-groomed and becomingly dressed. What can you do that will make you more attractive--that will put you in the ranks of the "Smooth Susans?"

   The following study is designed to help you reach that goal.

2. What is meant by "True beauty comes from within?" How is the saying, "As a man thinks in his heart, so he is," connected with beauty of appearance? (B: Ch. IV)

3. Does a girl need to be pretty to be a "Smooth Susan?" Can you think of anyone you know who is more attractive than others who have more regular and prettier features? How do you account for this? (G:15-16)

4. To be a Smooth Susan--to keep the "fresh, well-scrubbed look"--what grooming activities must you take care of regularly? Type your answer under the following

headings:

a. Daily b. Twice weekly c. Weekly d. Bi-weekly

e. Seasonal (G:93; CR:27-31)

5. What is the first essential of good grooming? What suggestions can you make concerning little tricks that make you daily scrubbing routine more fun and less work? (H:13; G:Ch. III)
6. Keep a list of grooming faults which you notice around school for a week. (Example: pulled-out seams, missing buttons) Submit your list.
7. What make-up is suitable for a high school girl? Do you agree with the advice in "Make A Face" (G:75)? Can make-up bring out your best features? See Related Activity #10. (H:12-17; CP:20-21)
8. What care is necessary for lovely hands? Many of us are not aware of the ugly motions we make with our hands. Watch yourself in the mirror and pick out useless movement of hands. What are you hands doing right now? A good place for them is in the lap when they are not in use. How do business men feel about bright nail polish in the office?

Take the true-false test on nail care. After we have corrected these, make a list of any new things you learn about finger-nail care. (CP: 19; H:18-20; G: 95-97; M: 137; L:106-108)

9. Is your hair your "crowning glory?" Do you give it the recommended "100 strokes" daily? What care is necessary to keep your hair in good condition? How can hair arrangement minimize irregular features and accent your best points? (CR: 21-25; WP:12-14)
10. If you were going to call at a business office at 9:00 tomorrow morning, how would you plan so that you would arrive composed and attractively groomed. Be specific in your plan. What was the trouble with the applicant described in Kettunen, Chapter 11?

Part II--Posture and Health

1. What does "poise not pose" mean to you? Many different suggestions have been made for achieving the best posture. Read these suggestions in the reference books, newspapers, or magazines. Bring to class the one that helps you most in getting the "feel" of correct carriage. We will share these suggestions in class and perhaps work out something of help to every one in remembering poise. Don't miss reading "Your Carriage, Madam," by Janet Lane. (I:3-16)
2. Pick a partner for class exercises on posture. She will "line you up" at the edge of a door and tell you whether you ears, shoulders, hips, and ankles are in line. Then she will watch you as you walk, sit, and stoop to pick up a paper, and make suggestions

for improving your carriage. You will do the same for her. Read what you can on this subject so your suggestions may be really helpful. Practice at home walking around with a book on your head, "toeing" straight ahead.

3. How does your posture while working affect your appearance and health? Do you try to make your daily tasks around the house contribute something to beauty? Which of the suggestions on page 16 in Craig and Rush do you find most helpful? (CR:14-16; H:11; L:93-103)

4. Your sitting posture. Suppose someone said to you, "Don't move. Stay just as you are now." How would you look? Now sit with a straight back, well back in the chair, body slightly forward, legs straight or crossed at the ankles. In which position were you most graceful? (L:24-33)

5. Check yourself on the following chart as many times daily as you can for a week:

Posture:	Climbing Stairs	Standing	Sitting	Walking
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

Boston University
School of Education
Library

Are you more satisfied with your findings on Friday? Is it becoming habitual for you to stand, sit, and walk correctly?

6. Did you include "exercising" under your daily grooming activities in question 4, Part I? What particular exercises do you think would be helpful to you and yet which would not be too time-consuming to fit into your daily schedule? Be ready to illustrate to the class and explain the benefit of the exercise you select. (G:30; H:11)
7. Do the beauty columns in the newspapers include care of the feet? What attention should the feet be given? If you must economize on your clothing budget, would it be well to buy inexpensive shoes? How often do you need to have lifts put on your shoes? Look through several ads and cut out pictures of shoes you consider best for office wear. What price do you think you should pay? How can you make shoes stay attractive longer? (R:21-22; M:134-135; G:42; RT:113; CR:207-208; LB:190-198)
8. How do your eating habits affect your appearance? What changes do you need to make? (G;69-72)

Part III--Smooth Susan Uses Principles of Art

1. What principles of line and design are helpful in selecting clothes? Have you any problems of figure that you wish to overcome through careful application

of these principles? Find and mount a pattern that illustrates a dress that has the best lines for you. Perhaps you can attach also a sample of material that would be becoming for you to wear. (CR: Ch. 2; BL:36-39; 44-55; BGR: 210-214)

2. Through the principle of emphasis in dress, we can bring out the wearer's best features. Make a list of an attractive feature of each member of the class. Suggest how you would emphasize this feature.
3. What do you consider the most important principles of color from the standpoint of dress? What are the different types of color harmonies? Are there any clothes in your present wardrobe that makes use of these color harmonies? (CR:136-137; RT:65-76; BL:39-42; 56-61; BGR:203-209) What colors are best for you? Make another list of colors you find unbecoming. Are the colors you name "cool" or "warm" colors? Why is skin coloring more important than eyes and hair in determining your best colors? Do you fit into any of the color types given in the various references? (CR; 87-93; 78-79; BGH: 204-206)

Part IV--Clothes

1. Have you ever had a dress in which you didn't feel "at home" or comfortable? What dresses have you had of which you could say (like the Alice-blue gown)

"I'll always adore it?" Does your reaction to a dress depend on whether it fits your personality? What do you think of the classification of personality types given in Craig and Rush, pages 7-10? Do you fit into any of these classifications? Did you find any better classifications in your readings? BGR: 230-231; BL:6167)

2. School and campus clothes are discussed in Chapter 10 of Kettunen. Study the pictures and discussion. Do you think these clothes are suitable for school and college wear? What suggestions found here can you make use of?
3. What type of dresses are particularly suitable and convenient for the office girl? What type of blouses would you wear with your suit at the office?
4. What is meant by a costume must have a feeling of "oneness"--"all of a piece?" Would you rather have many fairly attractive dresses or a few outstandingly becoming ones? Do you think the five questions Hawes advises you to answer (p. 28-39) will help you in selecting clothes?
5. Why is it important to keep a basic color in mind when buying clothes? Are all colors equally desirable as basic? Mount a picture of a coat that would be becoming for you. Add pictures of two

dresses, each a different color, which would harmonize with your coat. For each combination, mount pictures of proper accessories (hat, gloves, shoes, pocketbook.) Label all your selections with colors that would be becoming for you. (M:131-132; CR: 136-37)

6. Does a budget of $200 annually for clothes for a girl earning $18 a week seem extravagant or inadequate to you? Why? (See Kettunen, pages 386-391 for suggestions.) Compare this with the budget of $108 in Craig and Rush, page 134. Why is a clothes budget needed? Ask your mother if she will help you estimate the amount spent for your clothes last year. (H:30-32)

7. Project: (In the following problems, apply all the principles you have learned.)

Next year you may be working in an office or going to school in some nearby city. A. Plan for yourself a clothing budget, allowing $65 for the months of June, July, and August. Include the following articles: Hats, shoes, hosiery, dresses, gloves, bag, underwear. Type or write in ink your budget. Now find and mount pictures of the clothes you would purchase under the above budget. Label each picture with price and color.

B. Plan your wardrobe for the winter months,

allowing $100 and an additional $35 to $45 for a top-coat (not furred.) Type your winter budget. Mount and label pictures as before.

Assemble project; make a cover or title page; submit your work to the instructor.

Optional Related Activities

for Smooth Susan Unit

(To be typed on index cards and placed in file box)

Optional Related Activites

1. Make a list of the equipment which every girl needs for keeping her clothes in good repair. Check the items on the list that must be used daily. (CR:28-31)
2. Select from advertisements the shades of nail polish you would wear in the office. Mount and label your clippings and place them on the bulletin board. Also secure pictures of equipment every girl needs for hand grooming.
3. Ask Miss Barry if she will help you make a chart showing the different types of personal coloring. Bring it to class so each girl can have a "personal color reading."
4. Mount and label pictures of girls of your own age appropriately dressed for each of the following occasions:
   a. school or business
   b. active sports
   c. afternoon dress
   d. formal evenings
5. If you are fortunate enough to be able to get a film for your camera, arrange with a friend to take a series of wardrobe snapshots. Take snaps of each other in each costume in your respective wardrobes. Critically examine the pictures and make suggestions

for improvement of your wardrobe.

6. Find or draw pictures of hair-styles that best suit you or other members of the class. Label these and bring them in to get the opinions of your classmates. Perhaps some members of the class would like to hold a "hair-styling clinic" with you after school and experiment with the effect of various hair arrangements. Report to the class your findings.
7. Make a chart showing hair styles suitable for different types of faces. You may either cut the pictures from magazines or draw them yourself. Be sure to label your selections. (CR: 21)
8. Make a color wheel and indicate on which side the warm colors appear. Describe the effect of the cool and the warm colors. Make another chart to show the values of a color.
9. Find colored pictures to illustrate the various color schemes. Show how these harmonies can be found on a color wheel. (BGR:204)
10. Arrange a demonstration of make-up. Perhaps each member of the class would be willing to bring a ten-cent size of different shades of powder, lipsticks and rouge. You might try these on your subject to see the effects. Don't forget cleansing cream and tissues. Explain what you are doing as you demonstrate.

11. Work with a classmate to write a skit showing the right and wrong ways of dressing. If the committee in charge of class reports approves, present your skit before the class. If the class thinks it is good enough, perhaps we will present it at a meeting of the Senior Service Club.
12. Make a costume stencil by means of a cut-out doll. Experiment to find interesting color combinations for your clothes by sliding colored cloth or paper in back of the stencil. Show the class the most pleasing combination you find. (CR:138)
13. Find pictures of movie stars that illustrate various types of personalities dressed according to type. Label each and display on the bulletin board. We shall see if the other pupils agree with your labels.
14. Make drawings or find pictures to illustrate the best lines for problem figures--such as large hips, tall heavy figures, and short plump figures. You may wish to show styles to be avoided by people with these figures. (BGR:212; 231-234; CR: Ch. 2; CP:60-67)
15. Draw a series of sketches to illustrate what you consider the most important points for high school girls in Susan Be Smooth. Label each with the appropriate good grooming hint.
16. If you think of any other activities which you would

like to engage in, speak to the teacher about getting credit for your work.

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Vol. IX, No. 1, September, 1944,
Vol. IX, No. 2, October, 1944 (Feature articles
Vol. IX, No. 3, November, 1944 with
Vol. IX, No. 4, December, 1944 Individual charts)

Vol. IX, No. 7, March, 1945

Fashion magazines such as Vogue and Mademoiselle

Articles from newspapers

Pamphlets and charts issued by manufacturers of cosmetics, and toilet articles

Evaluation of Smooth Susan Unit

(Used as pre-test and final test)

Evaluation of Smooth Susan Unit

Beginning on the first blue line of your answer sheet, number the lines 1-100. Mark each true statement with a +. Mark each false statement with 0.

1. To be attractive a girl must have at least a fairly pretty face.
2. Short girls do not look well-groomed.
3. Pleasant thoughts contribute to beauty.
4. A girl with a pretty face may be less attractive than a plain-faced girl.
5. Regular appointments with the hairdresser are necessary for well-groomed hair.
6. Cleanliness is the first requisite of good grooming.
7. Weekly bathing insures bodily cleanliness.
8. Stockings should be laundered after each wearing both for cleanliness and for long life of the stockings.
9. Nail polish is an essential in modern good grooming.
10. Fashion is more important in dress than personal taste.
11. Every important grooming activity must be performed daily.
12. Give careful attention to your personal appearance before you go out, and keep it constantly in mind while you are out.
13. Forethought and care in grooming help an applicant

to attain self-confidence during an interview.

14. If you have straight hair, a permanent wave is essential for good appearance.

15. A person with a long face looks best with a high pompador.

16. The most important item in choosing a hair style is the current fashion.

(Answer by giving the letter in front of the group of words which best complete the statement.)

17. When you wash your hair, it is important to:

    a. Use a light perfume in the rinse water.

    b. End with a hot water rinse to remove soap.

    c. Wash your comb and brush.

    d. Sit under a drier until your hair is thoroughly dry.

18. Frequent shampoing is the cause of most oily hair.

19. You should avoid brushing your hair in order to make your wave last longer.

Answer by giving the number found in front of the word which best completes the statements in the following section.

A girl's appearance depends upon (20)_____, (21)_____, (22)_____, (23)_____, and (24)_____, Her dress should reflect her (25)_____ and should be (26) for the occasion. The first essential

1. conspicuous
2. facial expression
3. appropriate
4. time
5. cleanliness
6. health
7. clothes
8. impression
9. personality
10. habit
11. appearance
12. grooming
13. pleasant thoughts
14. physique

of good grooming is (27)_____. Her expression will be more pleasing if she makes it a (28)_____ to dwell on (29)_____.

30. "Throw your shoulders back" is a motto to remember if you wish to achieve good posture.
31. Lane, in Your Carriage, Madam, advises you to place your weight on the balls of your feet.
32. Pulling your chin in may be more harmful than helpful in achieving good appearance.
33. Correct posture may be checked by a straight line running from ear lobe, shoulder, hip, and heel.
34. Keeping the pelvis in correct position is one of the basic points in achieving good posture.

35. Maintaining correct posture is more important in correcting protruding derrierres and sagging stomach muscles than performing daily exercises.
36. Always point the toes slightly outward for graceful carriage.
37. Daily home tasks, properly executed, may contribute more to good carriage than formal exercise.
38. Walking should be chiefly a motion from the knees.
39. Sitting with crossed ankles is more graceful than crossing the knees.
40. Properly fitted shoes contribute greatly to health and posture.
41. You cannot improve your posture by sitting still.
42. The head should be carried slightly forward for graceful appearance.
43. The act of climbing stairs is destructive to healthful posture.
44. When you stoop to pick up anything, you should keep your knees and legs straight.
45. Anyone who works at a desk all day for a period of years is bound to spread through the hips.

46.-55. Give the number found in front of the word which completes the sentences in the following section most accurately.

Good (46)_____ means standing so the (47)_____ (48)_____, hip bone, and (49)_____ are in

1. arch
2. nose
3. arms
4. hip
5. throw
6. flagpole
7. posture
8. head
9. bend
10. shoulder
11. kneel
12. heel
13. pelvic
14. ear lobe
15. taste
16. ankle
17. waist

line, starting from the top. The backbone can be likened to a (50)_____ which supports the (51)_____ and which rests in the big (52)_____ bones. The (53)_____ have ball and socket connections from which we should swing when we walk, and which we should use when we (54)_____, instead of curving at the (55)_____.

56. Proportion is affected by the way in which straight and horizontal lines are used.
57. Horizontal lines seem to add width and increase height.
58. Repetition may help give a costume a look of belonging together.
59. Ornaments should appear to be an integral part of the

garment rather than plastered on.

60. Feathers and bows on a hat may help short girls look taller.

61. Tall girls look more attractive in wide-brimmed hats than the short girls.

62. Vertical lines in a dress are flattering to tall, thin girls.

63. Wide horizontal stripes make a plump girl look larger.

64. A girl with wide hips looks best in dresses gathered at the hipline.

65. A complementary color scheme in a dress calls for equal parts of two colors opposite each other on the color wheel.

66. Colors high in intensity make the best backgrounds.

67. A red dress makes the wearer appear smaller in size.

68. A monochromatic color scheme is usually based on the three primary colors.

69. The principle of dominance demands that each accessory to a costume attract attention.

70-79. Follow instructions given previously for completion section.

A small amount of color high in (70)_____ balances a (71)_____ amount of a greyed color. Blue and orange are known as (72)_____ colors.

1. hues
2. value
3. large
4. small
5. primary
6. complementary
7. analogous
8. orange
9. red
10. violet
11. intensity
12. harmonies
13. monochromatic
14. green

(73)_____, yellow, and blue are (74)_____ colors. The darkest shade of a color is called low in (75)_____. The standard color (76)_____ are helpful in planning pleasing color combinations. A (77)_____ color scheme makes use of colors which are next to each other on the color wheel. A brown costume with tan accessories is an example of a (78) color scheme. (79)_____ is the complement of red.

80. Your dress should be keyed to your personality.
81. The dignified type of woman looks best in dresses which use ruffles or bows.
82. Pastels and dainty laces are in harmony with the feminine personality.
83. Once you have determined your personality type, you should stick to one becoming style.
84. Clothes which are appropriate for campus may be out of place in the office.
85. Expensive clothes are always in good taste.
86. One can be well-groomed while wearing an inexpensive

cotton dress.

87. Good taste demands long sleeves for office wear.

88. Sheer blouses are not in good taste for office wear.

89. A large wardrobe insures attractive appearance.

90. The basic color of your wardrobe should be one of the primary colors.

91. If all the items of a costume are of good quality, the total picture is certain to be pleasing.

92. Red as a basic color allows the widest variety in wardrobe planning.

93. Buying clothes without a plan often leads to a wardrobe in which none of the items seem to belong together.

94.-100. Follow directions previously given for completion.

1. primary
2. basic
3. assets
4. fashions
5. cool
6. warm
7. budget
8. borrow
9. clothes
10. liabilities
11. contrasting
12. afford
13. appropriate
14. primary

Before you purchase an article of clothing, you should know your (94)___ and your (95)_____. What (96)_____ you already possess should be considered. Your wardrobe should be built around a (97)_____ color. The price you pay should be controlled by the amount you can (98)_____ under a well-planned (99)_____. The clothing must be (100) for your personality and to the occasions for which it will be worn.

CHAPTER IV

EXPERIENCE IN TEACHING THESE UNITS

The Unit on Travel

The unit on travel was introduced with the following remark: "All of us have had dreams of what we should like to do some day. If you had all the money you needed and were free to do as you wished, what would you do?"

A girl who volunteered replied that she would like to travel. By a show of hands, it was learned that every girl in the class had dreams of traveling.

"Then we should all be interested in our next unit of study, for our topic is travel," the teacher explained. "As we have all had some experience with travel, let us start out by taking an inventory of what you already know about the topic. Then we can spend our time study-things about which we are not informed."

After passing out the test, the teacher continued the instructions. "On these pages we have one hundred items which I should like to have you answer. There will be some questions which you cannot answer. If you have no information on a question, you may omit answering that item. Answer the others as well as you can, even though you are not positive of your answers. The

results of this test will not affect your mark in any way."

The answers to the test were checked in class and a record was made of the number of errors made on each item. The study guides were then given out to the pupils and an explanation made of the use of the sheets and the meaning of the reference notations. The pupils were invited to look over the guide sheets and check the questions they would like to do first. Opportunity was given for selecting books from the reference shelf.

The following day the teacher started the period by inquiring how many of the girls had had various kinds of travel experiences. One girl had traveled on a sleeping car and some had eaten in the dining car. Several girls had taken train and automobile trips to New York, Canada, and various other places. Individual help was given in selecting and using reference books.

Each day the girls spent the first part of the period in transcription work, and the rest of the period was used for laboratory work on the unit. On Friday each girl handed in a report of her progress, stating how much of the work she had been able to complete. By Wednesday of the following week, one girl had completed the work on the first part of the study guide. The next day the use of the timetable was discussed and practice given in finding information of different kinds on the timetable.

Each girl was given a copy of How to Read a Timetable and a large Boston and Maine timetable. These materials were furnished, upon request, by the Boston and Maine Railroad. When the timetable questions in Part II of the study guide had all been answered, the results were checked in class and the itinerary problem was started.

The optional related problems had all been typed on cards and placed on the table in an index box. The pupils were invited to consult the bulletin board on which was displayed a paper headed, "Are You Interested In ... ?" Under this heading the related problems were summarized and the appropriate number of the problem listed. This device assisted each girl to locate easily any problem which interested her. As these problems were not required, the teacher was pleased to see that each girl consulted the bulletin board and immediately went to the index box to obtain a card. Two girls asked if they might be in charge of the "pooling-of-experiences" program. Several other pupils asked for help in working out the problems they had selected.

More laboratory work followed, generally preceded by transcription work, part of which was based on letters pertaining to travel and hotel accommodations.

Before the pooling-of-experiences program, each girl prepared in class a summary of travel information,

following an outline which was distributed to the class. These sheets were collected and graded.

The class agreed upon a day for pooling their experience, the committee in charge arranging the program in advance. One of the girls on the committee presided, announcing each topic and presenting the speakers. Reports and discussions took place on travel wardrobes, flying in the future, travel experiences, and material collected from transportation companies. The presentation of reports was divided into two parts, between which the second girl on the program committee led a discussion based on the study guide. One of the best reports made was given by a girl whose father travels for a local shoe manufacturing concern. She gave a very interesting account of several trips taken by her father. After conferring with the teacher, she had asked her father to go over her study guide with her as a basis of gathering first-hand travel information. The evening before she gave her report, her father spent several hours describing to her his various travel experiences. The report of another pupil, who related her experiences on traveling by sleeper, was also received with interest.

When all reports and discussions had been completed, the test given at the beginning of the unit was taken

again and followed by remedial discussion. A large chart was made on which the test results were recorded. Across the top of the chart, the questions were numbered, one to one hundred, and down the side the names of the pupils were listed. By placing a check mark in the proper column for each error made, it was possible to show the total picture of the test results. A study of the chart showed that seventeen of the test items had failed to test anyone, as no mistakes were made on them. These were items: 7, 17, 43, 44, 47, 49, 51, 57, 60, 62, 64, 66, 68, 70, 72, and 75. A study of the sections of the test revealed that the heaviest percentage of errors occurred on the section of the test dealing with time-table questions, although approximately one-half the errors made were caused by failure to complete the test. Out of the total number of responses possible by the class on each respective section, the following percentages of errors were made:

Automobile	.19
Train	.12
Steamship	.23
Bus	.09
Planning trips	.14
Baggage	.17
Service for travelers	108
Timetable	.37

A comparison was made of the results on the pre-test and the results on the same test given at the end of the unit. The highest score obtained on the pre-test

was 81; the lowest was 49--a range of 32 points. The arithmetic mean for the class was 68.4. Although 81 seems to indicate that the test is too easy, it should be remembered that in a short-type test of this kind, a pupil has a fifty-fifty chance of getting an item correct by guessing. This element seems to be further evidenced by the fact that one pupil who obtained a 79 on the pre-test had only a 76 on the final test. The highest score obtained on the final test was 89; the lowest was 63--a range of 26 points. The arithmetic mean for the class was 78.2, an increase of approximately 10 points above the pretest mean. The same pupil had the highest score on both tests. The girl who ranked next to the lowest on the pretest received the lowest score on the final test, but there was an improvement of 6 points in her final score. The greatest improvement shown in any individual score was a gain of 26 points. Every pupil showed some gain on the second test except in the instance previously mentioned. It is realized, of course, that the test may not test many things learned by the pupils.

Every pupil worked out the itinerary problem. The papers were marked on the basis of accuracy, neatness, and completeness of detail. Common errors, such as failure to include notes and papers for the employer's

meetings, and failure to make note of the change in time belts, were discussed in class when the papers were returned.

The instructor found this unit interesting to teach by the unit method and considers the results very satisfactory. She believes that the pupils gained a much wider reading background by using the various reference books and that they enjoyed the opportunity of having some choice in what and when they would study. The teacher, too, is better prepared. Having written down in black and white what she considers the most important elements, she proceeds to direct the learning activities with confidence and purposefulness.

The Unit on Appearance and Grooming

The unit on good grooming was started on the day when the girls in the class were thinking of the Junior Prom to be held that evening. The introduction was, "Our next unit is one which I think we are going to enjoy studying because it is based on a topic which enters into the conversation whenever a group of girls get together. For instance, when you were asked to go to the Junior Prom, what was probably the first question that entered your mind?

The girls smilingly replied, "What am I going to wear?"

The pre-test was then given, requiring little explanation as the girls were now familiar with the idea of taking a test before beginning the unit. Following the pre-test, Part I of the unit assignment was given out and the girls were given an opportunity to sign up for various books which they wished to borrow. As the supply of books was limited, it was agreed that we would try to return the books frequently and exchange. The interest which the girls showed in the references was very gratifying. One plump girl remarked enthusiastically to her neighbor as they left the classroom, "This book of mine has pictures of the movie stars doing reducing exercises!"

On the third day of our study the class took the "finger-nail test" mentioned in question eight, (see page 48). A scoring chart entitled, "Your Mirror Gives You the Score," was also presented and discussed. The girls were asked to check themselves on the score sheet and keep it for a later check-up at the end of the unit. On the fifth day the pupils brought their lists for questions number four and six. The lists were read and compared, some being posted on the bulletin board. A grooming chart distributed by Bristol-Myers Company was given to each girl and was examined for any suggestions which might have been omitted from the class lists.

The second part of the unit assignment, Posture and Health, was next taken up. After a few days of study, each girl selected a partner for the class activities suggested in question two. The girls took turns checking each other as they walked, stooped, and sat. Various ideas and suggestions were shared on the subject of carriage and health.

A summary was written on Part III, Design and Color, but as the results were not satisfactory, more time for study was allowed. Summaries written in class the following day showed improvement. One of the girls who had volunteered as chairman led the discussion on this section. One pupil submitted many original drawings to illustrate color and line. These were placed on the bulletin board where they attracted much favorable attention. The teacher noticed one girl bringing her friend from another class to the bulletin board and explaining the pictures displayed. Many pupils from other classes and several teachers came to examine the material on the Smooth Susan bulletin board.

The girls continued their study of Part IV and also worked on problem seven, planning wardrobes. Assistance was given to those who wished to work on optional problems. One girl who was interested in hair arrangement came after school for help in selecting magazines from the home economics department. The teacher helped her

to find several good articles and illustrations in issues of What's New in Home Economics.

During the pooling-of-experiences program, many interesting points were brought out. The teacher was especially interested in the fact that the class was almost unanimous in the opinion that high-school girls should wear no make-up except lipstick to school. An excellent demonstration of how to apply make-up was given. The two girls taking part had evidently spent much time and thought in planning their demonstrations. The demonstrator was very efficient, explaining every part of her procedure in a manner that would have been a credit to a department store demonstrator. After applying the make-up on her subject, stressing the need for naturalness, she proceeded to demonstrate the proper hair-do for her subject. Having set her friend's hair the previous evening, she now removed the pins, brushed and arranged the hair, as she explained its care and the selection of the right coiffure for the type of face. The class watched with interest and very evident enjoyment. Even the janitor passing by the door came back to see what was going on!

The attention which the girls gave to magazine articles displayed in the pooling period was marked. One girl who was examining an article on color and color

harmonies in a magazine which belonged to the home economics department sighed, "Oh, I wish we could cut these out!" Then, as she knew we must return the magazines intact, she said, "I'm going to copy this." Little comments like this showed that the girls were interested in gathering information, not for "credit," but because they wanted it for their own use.

At the end of the unit study, the test was given again. The highest score obtained on the pre-test was 75; the lowest was 56. The arithmetic mean was 66.4, and the range, 19. On the same test given at the end of the unit study, the highest score was 91; the lowest, 71. The arithmetic mean for the class had increased to 82, representing a gain of 15.6 points over the pre-test. The girl having the lowest score of the class in the pre-test was the lowest in the final test. (This pupil is the one mentioned in Chapter I as having an intelligence quotient of 73.) However, this girl's test showed an increase of 15 points. The greatest gain made by any individual was 26 points. Every pupil had a better score on the final test than on the pretest.

From the comments of the pupils made in conversation both in school and outside, the teacher knows that this unit was effective. It caused the girls to be more aware of the importance of good grooming and made them

realize that by using the principles of line and color they could present a much better appearance. The fundamentals of posture and carriage seemed to have a new interest to them, which they reflected in their efforts to sit and walk correctly. Their common interest in trying to be "Smooth Susans" was the source of many little jokes and earnest conversations.

In an effort to discover whether the girls liked to study by the unit method, the teacher constructed a check list on which they could give their opinions of this method of study. The check lists, however, did not work out satisfactorily. Marking with plus or zero was evidently confused with the true and false type of response. The results of the check lists, therefore, could not be accurately interpreted. (See appendix for sample of check list.) The approach of the end of the school year prevented the working out of a different type of check list. However, the girls did write out a few comments on theunit method. Each girl had something favorable to say. (As these statements were unsigned, and the girls were told to disguise their handwriting, the pupils were at liberty to express themselves as they wished.) Three girls said they liked the unit method very well in secretarial practice, but they would not like to have it used in all other subjects. One

girl pointed out that, unlike many of her other assignments, the work was practical and applied to her everyday life. Several comments referred to the fact that extensive reading gave one a chance to know many opinions before making up you own. Enjoyment and interest were often mentioned as characterizing the girls' reactions. One girl stated that she thought the plan was very good but that she found she had a tendency to let her work go and then try to do too much at once. Another girl stated her reason for liking the unit method was that "You got to know what the individual people like to talk about." This idea was echoed by the girl who wrote, "This method enabled the students and teacher to work more closely together." The writer thinks this gives the essence of the feeling of the entire class after finishing the second unit--they had fun together and had learned something useful and practical.

APPENDIX

Key to Travel Test

1. plus	26. 0	51. plus	76. j
2. plus	27. 0	52. 0	77. k
3. plus	28. plus	53. d	78. a
4. 0	29. plus	54. a	79. c
5. 0	30. plus	55. 0	80. d
6. 0	31. 0	56. 0	81. 70
7. b	32. plus	57. 0	82. No rail tickets Bus
8. 0	33. plus	58. 0	83. 56.9
9. plus	34. c	59. 0	84. 19.6
10. plus	35. b	60. plus	85. 10:09
11. 0	36. 0	61. 0	86. 10:40
12. 0	37. 0	62. plus	87. 1:15
13. 0	38. a	63. 0	88. 9:31
14. 0	39. plus	64. plus	89. 4:55
15.0	40. 0	65. 0	90. 1:50
16. 0	41. 0	66. plus	91. 4:55
17. 0	42. d	67. plus	92. 3:11
18. 0	43. a	68. plus	93. 11:55
19. plus	44. plus	69. plus	94. 11:57
20. plus	45. 0	70. plus	95. 59 min.
21. 0	46. plus	71. e	96. 55 min.
22. plus	47. plus	72. b	97. 3:30
23. plus	48. 0	73. f	98. 8:45
24. plus	49. plus	74. i	99. Yes
25. 0	50. 0	75. h	100. 4:24

Key to Smooth Susan Test

1. 0	26. 3	51. 8	76. 12
2. 0	27. 5	52. 13	77. 7
3. plus	28. 10	53. 4	78. 13
4. plus	29. 13	54. 9	79. 14
5. 0	30. 0	55. 17	80. plus
6. plus	31. 0	56. plus	81. 0
7. 0	32. plus	57. 0	82. plus
8. plus	33. 0	58. plus	83. 0
9. 0	34. plus	59. plus	84. plus
10. 0	35. plus	60. plus	85. 0
11. 0	36. 0	61. plus	86. plus
12. 0	37. plus	62. 0	87. 0
13. plus	38. 0	63. plus	88. plus
14. 0	39. plus	64. 0	89. 0
15. 0	40. plus	65. 0	90. 0
16. 0	41. 0	66. 0	91. 0
17. 0	42. 0	67. 0	92. 0
18. 0	43. 0	68. 0	93. plus
19. 0	44. 0	69. 0	94. 3
20. 2 In	45. 0	70. 11	95. 10
21. 6	46. 7	71. 3	96. 9
22. 7 any	47. 14	72. 6	97. 2
23. 12 order	48. 10	73. 9	98. 12
24. 14	49. 16	74. 5	99. 7
25. 9	50. 6	75. 2	100. 13

Sixteen True-False Questions About Fingernails

Instructions: If a statement is entirely true, encircle the letter T in the margin - like this (T). If a statement is false, in whole or in part, encircle the letter F in the margin - like this (F).

T F (1). Your fingernails - like your skin - are porous and have to "breathe."

T F (2) The exposed part of the fingernail (the area stretching from the nail tip to the forward edge of the halfmoon) is dead and entirely devoid of nerves.

T F (3) The average fingernail grows about $\frac{1}{2}$" a week.

T F (4) "White spots" on the nails are often caused by overzealous use of manicuring implements.

T F (5) "Hangnails" are usually caused by carelessness - failure to keep the cuticle pushed back.

T F (6) It is a good idea to cover newly discovered hangnails with colorless nail polish - it protects the injured area while healing is taking place.

T F (7) When an ordinary nail polish - like Dura-Gloss - gets into an open wound, infection will not set in.

T F (8) If the soap - or the water - you use has a high alkali content, your skin tends to become dry.

T F (9) Excessive dryness of the skin of the hands has no effect on the condition of the cuticle and fingernails.

T F (10) Fingernails of extremely nervous persons are usually thin and brittle.

T F (11) Your fingernails usually reflect the state of your general body health.

T F (12) A properly balanced diet is important to having healthy fingernails.

T F (13) In many cases, splitting or peeling fingernails are caused by failure to keep the nail tips filed smooth and even.

T F (14) It is advisable to cover a split or broken nail with scotch tape and to keep it so covered until the broken part of the nail has completely grown out.

T F (15) All nail growth takes place in the nail base (the area located back of the halfmoon and under the cuticle.)

T F (16) Ordinary liquid nail polishes do not cause nails to split and peel.

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Check List on the Unit Method

General Bibliography

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For bibliography on Trawel, see p. 28

For bibliography on Appearance and Good Grooming, see p. 62

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